

ELLOREE HIGH
P. O. Box 820
Elloree, South Carolina 29047

GRADES 7-12 High School

ENROLLMENT 408 Students

PRINCIPAL Jacqueline Pelzer Shuler 803-897-2232

SUPERINTENDENT David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	0	3

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Good	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

Percent	Our School			High Schools with Students Like Ours		
	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	38.0	55.0	54.9	38.1	38.5	48.6
Passed 2 subtests	30.0	20.0	23.5	24.3	23.2	27.5
Passed 1 subtest	8.0	15.0	17.6	15.7	21.7	14.2
Passed no subtests	24.0	10.0	3.9	21.8	16.6	8.7

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	42	88.1	42	0.0	61	59.0
Gender						
Male	12	83.3	14	0.0	23	39.1
Female	30	90.0	28	0.0	38	71.1
Race or Ethnic Group						
African American	38	86.8	40	0.0	57	59.6
Hispanic	N/A	N/A	0	N/A	0	N/A
White	4	I/S	2	I/S	4	I/S
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	5	0.0	10	0.0
Students without disabilities	42	88.1	37	0.0	51	70.6
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	42	0.0	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	41	87.8	42	0.0	61	59.0
Lunch Status						
Subsidized meals	37	86.5	40	0.0	60	56.7
Full-pay meals	4	I/S	2	I/S	1	I/S

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	2.3
Seniors who met the SAT requirement	0.0	2.3
Seniors who met the grade point average	19.0	29.3

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 408)				
Retention rate	0.2%	Down from 8.9%	9.9%	7.3%
Attendance rate	95.4%	Down from 98.0%	94.0%	95.5%
Eligible for gifted and talented	3.9%	Up from 2.5%	3.2%	5.1%
With disabilities other than speech	13.0%	Up from 8.9%	13.8%	12.2%
Older than usual for grade	10.0%	No change	19.7%	10.1%
Suspended or expelled	5.6%	Up from 1.0%	5.6%	2.3%
Enrolled in AP/IB programs	10.4%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	5.7%	Down from 8.5%	2.3%	2.7%
Career/technology students in co-curricular organizations	25.7%	Up from 23.6%	4.5%	3.2%
Enrollment in career/technology center courses	224	Up from 186	182	433
Students participating in worked-based experiences	51.1%	Up from 34.0%	19.1%	26.3%
Career/technology students mastering core competencies	42.3%	Down from 54.7%	65.4%	74.9%
Career/technology completers placed	97.7%	Down from 100.0%	97.0%	99.5%

Teachers (n= 37)

Teachers with advanced degrees	48.6%	Up from 45.9%	48.6%	51.7%
Continuing contract teachers	62.2%	Up from 45.9%	78.9%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.1%	Down from 67.5%	68.7%	85.1%
Teacher attendance rate	94.4%	Up from 94.3%	94.9%	95.8%
Average teacher salary	\$39,661	Up 7.2%	\$39,661	\$40,303
Prof. development days/teacher	19.5 days	Up from 12.7 days	10.7 days	10.3 days

School

Principal's years at school	1.0	Up from 0.5	1.0	3.0
Student-teacher ratio	17.2 to 1	Up from 17.0 to 1	17.2 to 1	26.2 to 1
Prime instructional time	87.8%	Down from 91.2%	86.6%	90.1%
Dollars spent per pupil*	\$8,382	Up 0.1%	\$9,623	\$6,279
Percent spent on teacher salaries*	67.7%	Up from 53.3%	51.8%	57.8%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	34.0%	Down from 88.3%	72.3%	87.8%
SACS accreditation	no	N/A	no	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ellore High School serves students in grades 7-12 and is located in Ellore in eastern Orangeburg County. Of our 405 students, 92 percent are African-Americans and approximately 90 percent receive free/reduced-price lunch.

All students scoring below basic on the spring 2002 PACT in ELA and/or Math have been placed on Academic Assistance Plans, have had conferences scheduled for their parents/guardians, and have received additional after school assistance. Students scoring basic and above on the spring 2002 PACT in ELA and/or Math received additional specialized academic assistance during the regular school day. Based on the increases from the 2001 scores in 7th and 8th grade ELA and 8th grade Math, the efforts have proven productive.

From spring 2000 through spring 2002, the number of 10th graders at EHS passing all three subtests of the Exit Exam on the first attempt has increased from 30 percent to 55 percent. Preliminary 2003 data indicates that the improvement trend continues. The administrators, faculty, and staff have adopted the whole-school approach with confidence that all 10th graders will be successful on the first attempt this year. Several initiatives have ensued: the mock Exit Exam; blocks of time allocated for reading, writing, and math in all classes; additional vocabulary and reading school-wide initiatives; the establishment of several after school tutorial programs; and strategic scheduling. The expectation is that these and other initiatives, including assistance from Teacher and Curriculum Specialists, will aid in improving students' academic performance in the classroom and yield greater improvement on all standardized assessments.

In order to ensure continued improvements, we solicit more parental involvement by having parents visit EHS and monitor the progress of their children, ensure that students regularly attend school and the after school programs that are available, monitor the hours that students work at night, and aid us in holding students accountable for their academic growth. We will continue to ensure that highly qualified, well-prepared, and committed teachers are available to teach students at EHS.

Jacqueline Pelzer Shuler

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	28	0
Percent satisfied with learning environment	64.7%	46.4%	N/R
Percent satisfied with social and physical environment	78.8%	63.0%	N/R
Percent satisfied with home-school relations	28.1%	85.7%	N/R

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.